

(September to December, 1926.
(January to March, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B *The Bible for the Young*, by Dr. Paterson Smyth: *Moses and the Exodus*, lessons 17-24, inclusive (P.N.E.U. Office, 2/-). [Suitable parts from *Numbers*, chapters 16, 20-24, 31, and *Deuteronomy*, chapter 34.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary.

St. Luke's Gospel, chapters 1-7.

A & B Sunday Reading (optional): (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *S.P.C.K. Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Book of the Long Trail*, by Sir H. Newbolt (Longmans, 2/6), pp. 1-53. (e) A: *The Seven Champions of Christendom*, by F. J. Harvey Darton (Wells Gardner Darton, 7/6), or by R. Johnson (Blackie, 2/-). B: *Wigwam Stories*, by M. C. Judd (Ginn, 4/-), pp. 3-138.

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes for Christmas cards and texts written in beautiful lettering on good paper (see "Bridges").

† The 106th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Noigate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). For hymns: *Songs of Praise* (Oxford Press, 2/6, or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *King John*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Verses on heroic deeds you are reading about, in the metres of poems read.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A & B *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9). (A), pp. 85-105. (B), pp. 27-39.
A or, (2nd year, for quick revision), *A New English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 11-40, with additional exercises from *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9).

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 19-25, inclusive, pp. 147-208 (1189-1327).

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part II. (1200-1399), (Batsford, 3/-). Take the Home and Classroom section of *The Times*: order direct from Times Office (6/- yearly).

French History.

A *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 47-83 (1180-1327).

B *Stories from French History*, by E. C. Price (Harrap, 2/6), chapters 5 and 6, or, work with A.

General History.

A *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 214-251.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit local museums. *The British Museum for Children*, by Frances Epps (P.N.E.U. Office, 3/3), may be used, chapter 12. Teacher study preface. British Museum Postcards, Series 38 and 39 (direct from British Museum, 1/- each series, see complete lists of series).

Citizenship.

A North's Plutarch's *Lives: Brutus** (Blackie, 10d.). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas*, (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 120-161.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

Geography.

In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. All Geography to be learnt with map.

A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 1-49, 379-433 (China, Japan, Korea), or, *The British Isles** (Cambridge Press, 3/6), pp. 1-11, 34-72.

Round the Empire,* by Sir George Parkin (Cassell, 3/-), pp. 29-64. Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

A *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 52-73, or, Hakluyt's *English Voyages** (Marshall, 3/-), pp. 96-144.

N.B. — During the revision of the *Ambleside Geography Books*, alternative work is set in the Cambridge Press series. This will not however prevent those members who wish to do so from continuing to use Book III, *The Counties of England*: (A), pp. 1-43; (B), pp. 277-315.

Natural History,¹ etc.

A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 167-200.

B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6, or, Dent, 2/-), chapter 12.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 34-71: children should make experiments where possible, or, (2nd year in II.A), *The Mysterious Ocean of Ether*, by C. R. Gibson (Blackie, 1/3), pp. 40-73. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

¹ Overseas members see special leaflet.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies for the season, with drawings and notes, e.g., wild fruits, spiders; star studies. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Velasquez (P.N.E.U. Office, 2/-). See September *Parents' Review*, 1926, also *Home Education*, pp. 307-311.

French² (see N.B. 3).

Cours de Français, Méthode Orale,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 63-72; (B), pp. 26-37. Optional (for narration) *L'Œil Doré** (Blackie, 6d.). Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).
A & B *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.). *French Songs*, by Violet Partington (Dent, 1/-).

Latin (see N.B. 3).

A First year: Sco. and Jones' *First Latin Course** (Blackie, 2/6), continuous passages to be followed by narration. Sections 39, 46, 53, 58, 73, 76, 79; 39A, 44A, 50A, 72A, 73A. Vocab: 36-79. Declension of "bonus," and "pulcher" (pp. 124-125). Imperf. Indic. Active of "sum" and of the four Regular Conjugations. Second year; *Gradatim** (Longmans, 2/-). Translations 25-30 for narration, with necessary grammar from Dr. Smith's *A First Latin Course** (Murray, 4/-), e.g., sections vii.B. and viii., Perfect, Pluperfect and Future Perfect of "sum" and of the four Regular Conjugations.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).
A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 97-115. Revise Tables.
B *A New Junior Arithmetic*,* pp. 34-52, or, continue. Much care with tables and rapid oral work. For additional examples see Nelson's *Arithmetic Practice*, Teacher's Book, Part IV. (1/3), or, V. (1/4). Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A.). (See N.B. 3.)

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 27-42; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 10, 26-31. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

² Schools may substitute Irish or Welsh.

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Wild fruits, in brush-drawing. Studies of lichen or garden utensils. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6): pencil should not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Deuteronomy*, ch. 34, and from *St. Luke's Gospel*, ch. 6, (b) *Psalm* 133 and 108, (c) one hymn, and (d) one of the following:—a scene from Shakespeare's *King John*, or, fifty lines from *Lyra Heroica** (Macmillan, 3/6), or, (A) from *One Hundred Poems for Boys* (Miford, 8d.), (B) from *Open Sesame*, Part III., poems collected by J. Compton (Methuen, 8d.).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day. Shakespeare's *King John** (Blackie; Plaintext Edition, 6d.).
A Scott's *The Talisman** (Nelson, 1/6) and *The Lord of the Isles** (Oxford Press, 1/4, or, complete poems 3/6), two cantos. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 277-322.
B *The Prince and the Page*,* by C. M. Yonge (Macmillan, 2/6). *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 4/6), pp. 59-108.

Musical Appreciation.

Grig, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see under "Our Work" (July P.R.).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music in *The Term's Music*.

Singing. (See Programme of Music.)

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *Christmas Carols*, edited by Sir J. Stainer, Series III. (Novello, 1/6). Unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps*

in *Sight-Singing*, by Arthur Somervell, steps 1-4, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 12-19 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharpe, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series I. (Ling Association, directions 3½d., Music 8½d.). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Net Ball.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.)

Help to make a toy theatre: *Everybody's Theatre*, by W. H. Whanslow (Wells, Gardner Darton, 5/-). Christmas presents, e.g., Raffia work on Hessian or canvas, Dryad illustration sheet No. 5, with instructions, 6d. Make toys from *The Stitchery Annual*, Vol. 12 (R.T.S., 2/6), or, (boys) from Dryad illustration sheet, No. 15, *Wooden Animals*, with instructions (6d.), also *Simple Toy Carving*, Leaflet No. 30 (6d.).† See *The Best-way Embroidery Book*, No. 204 (P.N.E.U., 6d.). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1. For a Christmas play see *Form-Room Plays* (Intermediate), (Dent, 1/4).†

† Help in a Christmas entertainmsnt for poor children.

In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (average ages, 10 and 11).

For N.B. 3 see General Notes Leaflet.

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FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. Give a short account of Balaam. In what way did he sin against God?
 2. What do you know about "the passing of Moses"? When do we hear of him in the New Testament?
 A 3. What were the three great National Festivals of the Jews? Describe one. What lessons may we learn?
 II. A & B 1. Describe the visit of the angel to Zacharias.
 2. (a), "Lord, now lettest Thou Thy servant depart in peace"; (b), "Wist ye not that I must be about My Father's business"; (c), "If Thou wilt, Thou canst make me clean"; (d), "I also am a man set under authority"; (e), "Stretch forth thy hand." On what occasions were these words used? Tell the whole story in one case.
 A 3. Write all you know of John the Baptist's preaching. Who came to hear, and what was said to them?

Writing. (Writing is also considered separately in each answer)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

A *The Talisman*, chapter 12, "Beside the banner staff . . . caress."

B *Madam How and Lady Why*, chapter vi., page 101, "Well . . . plantation."

Composition.

1. A short story in prose or verse (which must scan) about one of the following,—The Seven Champions of Christendom arrive in the Bay of Portugal, Saladin, Richard Cœur de Lion, The Sibyl, Heimdall, The Æther, A Spanish treasure galleon.

2. Narrate, in writing, your favourite scene from (a), *The Talisman*, or, (b), *The Prince and the Page*, or, (c), *King John*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
 “*There are fairies at the bottom of our garden ;
 You cannot think how beautiful they are ;
 They all stand up and sing when the Fairy Queen and King
 Come gaily floating down upon their car.*”
2. Form adverbs from the following adjectives and use them in sentences,—*quick, two, loud, fierce, heavy.*
3. Make sentences using,—*well, nearest, most, hard, angry*, and show what parts of speech they can each become.
- or, (Household) 2. Make two sentences containing adverbial clauses and two containing adjectival clauses. Say all you can about each clause.
3. *What* can be used as five parts of speech. Give examples in sentences and name them.
- B 1. Pick out subjects and predicates in verse above. Make a list of the prepositions used.
2. What is a pronoun? Make sentences using (a), personal, (b), interrogative, and (c), relative pronouns.

English History.

- A & B 1. Give an account of Peter the Hermit and the First Crusade.
2. What do you know about the sealing of the Great Charter? Mention some of the clauses “which make a difference to Englishmen even in the present day.”
- A 3. “No fewer than thirteen persons claimed the crown of Scotland.” Mention two of them, and give a short account of this dispute.

French History.

- A 1. What do you know of two of the following,—(a), *The Siege of Acre*, (b), *Philip Augustus*, (c), *The Sicilian Vespers*, (d), *The Knights Templars*.
2. Write an account of St. Louis and his first crusade.
- B 1. Tell the story of King Richard and his Château—Gaillard.
2. Describe the visit of Count Thibaut of Champagne to Queen Blanche and her son, King Louis.

General History.

- A 1. Give a short description of Hannibal, and write an account of his journey across rivers and mountains into Italy.
2. What do you know of the houses, dress and education of the Romans?

Citizenship.

- A 1. How did Brutus behave in besieging the city of (a), the Xanthians, (b), the Patavians?
- or, 1. How did Lucilius save the life of Brutus?
2. What are (a), taxes, (b), rates? Who pays direct taxes? How do we all pay taxes indirectly?
- B 1. Tell the story of the Horatii and the Curiatii.

Geography.

- A 1. Write a short account (with a rough sketch map) of (a), the great waterways of China, or, (b), the “build” of Britain, or, (c), Northumberland and Durham.
2. Describe (a), the escape of John Fox in 1577, or, (b), the struggle between the Dutch and the English for the carrying trade of the seas.
3. Describe briefly the physical features and climate of Canada.
- B 1. Can you draw a rough sketch map to show where Japan is? Describe the life of the people in a Japanese city.
- or, 1. Draw a rough sketch map of Hampshire, putting in the boundaries, rivers, downs, and towns. Describe the coast of the county.
- or, 1. Draw a rough sketch map of the British Isles and the seas around it. Why do people think that England was once joined to Europe?
2. Where are the following,—Quebec, Nova Scotia, Ontario, New Brunswick? Say what you know about two of these provinces.

Natural History.

- A 1. Describe, with drawings if possible, a spider and its way of getting a living.
2. Explain, with a diagram, why the moon has different shapes at different times. What stars and planets have you seen this term?
- or, 2. What can we learn about colour from colour-blind people? What happens when light is reflected from the sheet on which you are writing to your eyes?
- B 1. Can you explain why the sun *appears* to rise and set? What do you know about shooting stars?
2. Describe some of the things you may see about whales, fish and birds from a vessel at sea.

Picture Study.

Describe *The Surrender of Breda*, by Velasquez.

(Some other picture may be set if this has not been studied.)

French.

- A 1. Describe, in French, a day spent at the seaside, or, tell a story about the *Golden Goose*.
2. Make six French sentences about a journey to Paris, using the Present and Future tenses of *vouloir* and *aller*.
- B 1. Give a conversation in French between two people who want to know what time it is.
2. What French sentences would be useful in a glove shop?

Latin

1st year. (Scott & Jones.)

1. Decline the singular of "magnus," and write the Imperf. Ind. Act. of "habeo."
2. (a) Translate (Scott and Jones), § 44, first paragraph, (b), write narration.
3. Translate (1) The horses are in the fields. (2) The charioteer has many friends. (3) Cæsar reached Britain about the fourth hour.

2nd year. (Dr. Smith.)

1. Decline "animal magnum," and write the Perf. Ind. Act. of "sum" and "moneo."
2. (a), Translate *Gradatim*, Story 28, from "Augustus" to "dimittit," (b), write narration.
3. Translate (1) The heads of the animals are small. (2) The soldiers have swift arrows. (3) The powerful king gives rewards to the leader.

Arithmetic

- A 1. A boy had £3 : 7 : 6. He spent a third of it, then a quarter of what was left. How much did he spend altogether, and how much had he left?
2. What fraction is £1 : 7 : 0 of £4 : 1 : 0?
3. Simplify: $\frac{2}{5} - \frac{1}{3} + \frac{1}{2} - \frac{7}{15}$.
- B 1. How many minutes are there in 3 days, 4 hours, 5 minutes?
2. How many iron bolts, each weighing 7 lbs., can be carried by a cart whose load is 1 ton 4 cwt.?
3. A train goes 90 km. an hour, how many metres is that in a second?

Geometry.

1. Make a triangle ABC with sides AB=6 cm., BC=10 cm., CA=8 cm. With the protractor find the size of angle A.
2. A man walks 3 miles North, then 4 miles West, then returns in a bee-line to his starting-point. Taking an inch to a mile, find how far he has walked in all?

Algebra.

1. Add together $3-x+2x^2-5x^3$; $3x-7x^2+6x^3$; $5x^2-2-2x^3$, and from the result take $1-x+2x^2$.
2. If $a=2$, $b=0$, $c=1$, $d=4$, find the value of
(i.) $2acd$ (ii.) $3bcd$ (iii.) $\frac{12ac}{3d}$ (iv.) $\frac{a^3}{2d}$

Drawing (with brush and in colour).

1. A gardener sweeping autumn leaves, or, digging.
2. Some wild fruits, or, a red apple.

Musical Appreciation.

What music by Grieg have you heard this term? Describe one of his songs, or, dances.

Recitations.*

Father to choose a hymn, a poem, or a scene from *King John*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 6th. Papers to be posted on Saturday, the 11th, with no other enclosure.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the member does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.